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ABSTRACT

In one attempt to deal with the dropout problems, faculty from the University of California (Los Angeles) have forged a partnership with the Los Angeles Unified School District and have turned existing high schools and continuation schools into community-based learning (CBL) programs. High school students in these programs attend field sites 2 days a week to see how basic skills and academic subjects are applied in the real world. Job Training Partnership Act funds are the program's primary support. An evaluation of the CBL program in the high school of 1 kindergarten through grade-12 magnet school (60 multi-ethnic CBL participants) is reported. Focus was on grades 9 through 12. Methodology included observation, student surveys, case studies of three students, and interviews with four parents. The CBL program was characterized by individualized instruction, small group work, student initiated learning activities, and caring and involved teachers. Quantitative data indicate that the CBL program has a significant relationship to grades and attendance, and both qualitative and quantitative data indicate the importance of certain program components to retention and learning in school. What mattered most to the students were the personal relationships between students and adults. Attachments include a table of findings, the survey results, and results from the survey of comparison students in traditional programs. (SLD)

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COMMUNITY-BASED LEARNING

AN EVALUATION

Paper Presented at the Annual Meeting

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EVALUATION OF A COMMUNITY-BASED LEARNING PROGRAM

Introduction

Dropout prevention is a major concern of school districts throughout the country. In Los Angeles it is estimated that 39% of students fail to graduate from high school. Nationwide, the rate is not too much different, especially in inner city communities where large numbers of Hispanic and African-American youth attend school. While dropout rates have been traditionally high for decades, people continue to ask, why? Many billions of dollars have been spent trying to answer this question and many programs have been developed which attempt to address some of these problems. No one has come up with a comprehensive answer nor has anyone developed the all encompassing program.

In one attempt to deal with the dropout problem, UCLA faculty from education, sociology, English, history, and geography, in cooperation with Field Studies Development, forged a partnership with the Los Angeles Unified School District and have turned existing high schools and continuation schools into community-based learning (CBL) programs. Primarily funded from Job Training Partnership Act money, high school students in these programs attend field sites two days per week to learn how basic skills and academic subjects are applied in real world settings and, in addition, receive mentoring/tutoring services from college students. The underlying philosophy of this program is that dropouts leave school because it is unrelated to their lives and their career aspirations, that school is impersonal, that students are not active participants in their own education, and that students do not have enough hands-on experiences both in the classroom and in the community. Research on dropouts supports these notions as plausible reasons why students do not persist in high school (Weis, Farrar, and Petrie, 1989).

After reviewing many studies of dropout prevention programs, Margaret Orr claimed that programs which are "small in size, done in non-traditional settings, that foster close working relationships between staff and students, emphasizing support and encouragement, employing comprehensive and multifaceted service approaches, that emphasize improvement of basic skills and self-esteem, and that have work experience or other experiential learning, have had no evaluation which has tested the effectiveness of these program characteristics in keeping potential dropouts in

school (Keeping Students in School, 1987, p. 16)." The UCLA/LAUSD Community-Based Learning Program (CBL) is just such a program, and the research reported in this study describes the effectiveness of the program in improving student attendance and student grades and determines which program characteristics contribute most to this success.

As the study was being developed, certain questions emerged as central to the investigation. The questions were: a) what program components have the most influence in retaining students in school, b) what relationship does the field-based activity have to student motivation and to academic learning, c) how do student-adult relationships in CBL programs differ from those in traditional programs, d) how does the size of the program influence student attitudes toward school? These questions focus attention on the role of learning outside of the classroom, on adult-student interactions, and on the size and structure of the educational program. Previous research on school dropouts indicated that the relevancy of the educational program to the lives and aspirations of students, the human connection students felt with the program, and the ability of students to exercise choice within the educational program were important contributors to student success and to student retention in school (Newmann, 1989).

SETTING

The educational setting studied was a K-12 magnet school with approximately 500 students. The focus of the investigation was in grades 9-12, with most participants in grades 11 and 12. The Community-Based Learning Program, a special program within the school, is composed of a multi-ethnic population of 60 students who are primarily Caucasian, Hispanic, and African-American. Students in the program spend two days per week in field sites exploring occupations selected by the student, learning how basic skills and academic subjects are applied in real world settings. Three days per week they spend on campus doing more traditional school work through individual and small group activities. College tutors from a local university are available to assist with classwork or to talk about other topics. College students receive academic credit for their work at the school, often coming from education, sociology, and English courses. Two teachers are responsible for the entire school program, assisted by a Job Developer (supplied by the university) who creates community field sites and monitors student progress at the sites. There is also a community coordinator who assists with curriculum development and organizes and manages the college tutorial component.

METHOD

The original evaluation design called for case studies of four high school programs involving 120 CBL and 120 comparison students at the same schools. However, because of the lateness of approval

from the funding agency and the delays from the school district in approving the study, there was only enough time to study one school. The time period covered March (piloting), April, May, and the first week of June. Anyone who has worked in schools knows that the last months before summer are not necessarily reflective of what occurs during the main part of the year. So it should be noted that what is described is not necessarily an accurate rendering of what occurred during the entire school year.

Initially two ethnographers were hired to conduct the major part of the study. Both were familiar with educational programs, although neither had ever worked with a program such as CBL. Meetings were held to discuss the research design and to develop the various instruments and surveys for the study. Once the instruments were developed, they were field tested at the magnet school where the formal study was later conducted. Forms and questions were revised based on student responses, and the final forms were then readied for use in the actual study.

The case study was then conducted at the magnet alternative school. Students completed surveys about the CBL and comparison programs, were interviewed (along with staff and parents), and observations were made. Data were collected on student absence rates from school records and student grades were obtained from student cum folders.

Researchers spent time in the schools two days per week working as tutors and doing participant observations. They interacted with students in roles as both staff and as interviewers, developing strategies to gain rapport with students and information about the program. Because of the shortness and the nature of study, researchers did not feel they gained total acceptance by students and staff--they occasionally got beyond their roles as outsiders.

They worked with school teachers to identify students for individual case studies. It was initially planned to select students representing those having excellent, medium, and poor experiences in both the CBL programs and in the comparison groups at each school. However, teachers in the program had difficulty identifying students in these categories "because everyone's so different." Through a process of reviewing students, getting teacher feedback, and then eliminating those who refused to participate, three students were selected from the CBL program at the magnet school (a black male, a white female, and a Latino male).

A similar process occurred with the comparison group, although only one teacher was involved in selection at the magnet school. Students were identified based on teacher perception and student willingness to participate. Three students were chosen: a white female, a black female, and a Latino male.

Case studies were conducted with each student. These studies consisted of observations and interviews. Because more time was spent with CBL students than with the comparison group, there was less rapport established with the latter. In both cases, though, sufficient time was spent to gather basic attitudes and opinions.

In addition to the individual case studies, surveys were conducted with students in both the CBL program and in the comparison group. Sample survey forms are contained in Appendix A.

Interviews were also conducted with teachers in both the CBL program and the traditional school. Again, because of more involvement with CBL program, the researchers felt they had better rapport with the CBL group.

Parent interviews were also conducted with four parents. Unfortunately, there was little information gained because two of the parents were Spanish speaking only, and were unable to communicate effectively with the researchers who spoke only limited Spanish. The two parents contacted by phone thought the interviews were about their child's grades because they focused much of their discussion on this topic. Thus, there was not enough time during the study to do additional follow-up interviews to determine parent reactions to the CBL program. This will need to be done at a later date.

DATA ANALYSIS

The intent of the study initially was to determine the impact of the CBL program on student performance and retention. In addition, the focus of the investigation was to determine which program components had special value for learning and for keeping students in school. The data reported here provides information on those areas and all indicate the need for additional information based on trends discovered in the study.

Data were collected on student attendance for the year prior to CBL involvement and for the year in CBL for one of the schools studied. Comparison group attendance data was similarly collected for the year prior to the study (1988-89) and for the current academic year (1989-90). A t-test was conducted comparing mean scores for CBL and comparison groups for both years. In the year prior to CBL (1988-89) there was a significant difference (0.05 level) between CBL and comparison students, with CBL students (mean 36.97) absent more than the comparison group (mean 21.34). In academic year 1989-90, there was not a significant difference between CBL students (mean 30.43) and comparison group (mean 22.14), although CBL participants still exceeded comparison absences. It should be noted that the difference in the change was significant, with CBL students declining from 36.97 to 30.42 days absent per year compared to an increase from 21.34 to 22.14 for the other group. This indicates that the CBL program, at this one school, did affect

student attendance positively.

Teacher interviews shed some light on reasons why attendance improved. One teacher explained:

> Attendance is not as bad as last year. Jennifer missed about 2 days a week last year, but now she's here almost all the time. We don't have a problem with ditching, which you usually have in most classrooms. I don't know if its the program or just how we run things. Most of them really wanna go to their site. Like Joe, he only goes on site days.
> (P.34, B.G. Field Notes)

The field site component seemed to motivate students (like Joe) to show interest in some aspect of schooling. This perception is supported by the survey results, which indicated that the field experience was the most highly ranked program element which helped keep students in school.

The other teacher had a different notion of why attendance improved.

> They're more interested in what happens. This is a more relaxed atmosphere than in other classes. They don't have a lot of pressure to keep up. I think N and I are nicer than most teachers. We don't believe in tests. I think N gives them now and then, but I don't do that very often.
> (P.35, B.G. Field Notes)

So besides the field experience contributing to CBL success, it seems nice teachers, relaxed atmoshpere, and de-emphasis on testing contributed to the success of the program.

As for a gross measure of student learning, as reflected in student grade averages, a similar finding was noted. In the 1988-89 academic year, CBL students had a significantly lower overall yearly grade point average (mean 1.79) than did the comparison group (2.53). Yet, by the end of the 1989-90 year, CBL students achieved a higher GPA (2.50) than the comparison group (2.37). Therefore, there was a major improvement in school performance.

To gather more information about the role of various CBL components on student learning and retention, surveys were administered to both CBL and comparison students on aspects of school programs (see "Student Survey Results," p.12). While the return rate of student surveys was a bit disappointing (only 29 of 58 CBL students), as was that of the comparison group (17 of 28 comparison students), students did identify particular elements of the programs which were helpful in keeping them in school and in assisting them with learning. Of 14 areas identified, which students rank ordered from most to least important), CBL students listed the field component as having the most influence on school retention. One student

indicated that "the field site shows you the connection between school and work. You need to develop the sense of responsibility the field site provides." Another said "I like my job. To do what it is I do, which is what I want to go into, I need a college degree." Field experiences seemed to motivate and inspire students to consider either a college education or think how success in school could lead to fulfilling work in the future.

As for program elements which helped with student learning, the one area ranked highest was "help from college tutors." A student remarked that "tutors help you on anything you need; you can work alone with them." Another explained that "tutors are basically around your age group; it is a lot easier to relate to them than a lot of teachers. When they teach you, its more like a friend learning together than teacher and student."

Comparison group students indicated that they stayed in school because of the social climate and because of their relationships with teachers. They felt "class assignments" helped them to learn best. Student responses included "I think it [class assignments] provides a lot of help because doing class assignments are fun." Another student said "because they drill you on the subject."

CBL students also indicated that they like the smaller, more intimate atmosphere of the program. In fact, one student stated that "this [CBL program] wasn't a real school," suggesting that the personal relationships with teachers and tutors, coupled with the supportive atmosphere of the CBL program, eliminated the adversarial relationships so closely associated with traditional school. Another stated that she liked the small size "because you can learn better without too much people around."

Individual case studies revealed more about the school programs. CBL students discussed the value of field sites as places to explore careers, to feel more responsible and grown up, and to have personal contact with adults. What seemed to matter for the students was the opportunity to be involved in their learning programs, to have choices about what they would study and where they could learn things. Students valued the options given to them by the program, as well as the opportunity to set their own pace of learning.

For one student, Alice, there was a lot of learning taking place. According to her teachers, she learned about responsibility and self esteem, but she was also learning about the retail business and, in her spare time, learning about nutrition. Additionally, she learned that while she may still want to be a real estate broker, she may not necessarily desire to work in a real estate office. "Most importantly, she enjoyed her experience, and this may have changed her life (p.68, B.G. Field Notes)"

When Alice talked about her CBL program she mentioned how her

grades had changed. She said:

> "they've improved a lot." They go up and down over the 5 week period, but they are much better overall. I went from straight fails to C's and D's last year, and now I'm getting A's and B's and C's. I'm getting normal grades now.
>
> (P.83, B.G. Field Notes)

Alice attributed her grade improvement to her new attitude. "I like school now," she said.

> "From kindergarten to the 9th grade I never liked any class or school. So I decided that if I didn't like school I wouldn't go. From the 7th grade on I ditched all the time. If I don't like something I won't do it. Maybe that's not right, but that is how I am. I screwed up a lot. I faked report cards. My friend came here (magnet school) and said she actually liked school. I couldn't believe it. It was weird. I always hated school--I never wanted to get up in the morning. Now I like school. I know how it is important and I go. The teachers here are open. They help you get things done. They don't just explain, they do it with you, and it helps.
>
> (P. 83, B.G. Field Notes)

Comparison student case studies indicated a greater acquiescence to the educational system. They liked the student-teacher interactions, thought school was not supposed to be too exciting, and were supported by friends in the social environment of the school. One interview summarized the best parts of being in school: "to be with friends and learn new things. That's basically it (p.28)."

Observations of the students in class revealed that there was not much interaction between these students and the teachers (unlike the CBL students) and that the predominant work in the class was seatwork or class discussions where the teacher did most of the talking. There were no sources of additional help in the classrooms, such as tutors, so students had to rely more on their own efforts or brief encounters with the teachers. This frustrated some of the students interviewed, but they accepted it as just part of the school experience.

The brief investigation of the comparison students and the more traditional classroom-based program reinforced findings from the Coleman study in the 1970's (Coleman, et al. Youth, Transition to Adulthood, 1974), which revealed that students were primarily interested in the social life of school, and only secondarily concerned with the academic agenda of the institution. Students talked about how much they enjoyed their interaction with friends and that school provided social opportunities to be together.

DISCUSSION

Margaret Orr said we needed to examine multi-dimensional programs which were supposed to address problems of potential dropouts. The CBL program studied here is just such a program, with individualized instruction, small group work, student initiated learning activities (especially community-based learning activities), extra counseling services, college tutor/mentors, small program size, and caring and involved teachers. Quantitative data revealed that the CBL program did have a significant relationship between grades and attendance, two traditional measures of student success in school and two indicators of continued persistence in education. Both qualitative and quantitative data indicated that certain program components were considered important to retention and learning in school.

Based on case studies and surveys, students indicated that the field experiences and the college tutors were the most important components of the program. CBL students rank ordered the 14 items on the survey and listed "field experiences in the community" and "college tutors--assistance on school work" as the two program elements which motivated them to stay in school and helped them to learn while they were in school. The reasons mentioned for valuing these components included personal attention, personal choice of activities, development of personal relationships, exposure to adult environments and adult responsibility, and the creation of a program that "didn't seem like school." Students appreciated the opportunity to have dialogue with adults about school, about life in general, and about personal issues. The CBL program differed from the traditional one because it included many more adults in the educational process, both in the classroom and in the field. Students had opportunities to discuss their schoolwork with people who were "closer to their own age" and people who could demonstrate a personal interest in their education and in their lives.

Students saw the field experiences as motivational. Not only was the daily routine of school altered by the CBL schedule, students had a chance to connect their future goals with their current education. For some students it was a chance to explore career options and to combine career interests with traditionally academic courses....English, math, social studies, etc. While the connections were not always easily or effectively made, students perceived that there was a relationship between what they did in school and what they did in the field. Students also indicated that the field experiences were a good source of learning. Exactly why that occurred was not exactly clear; it was only felt by students (as revealed in the survey) that learning was enhanced by the field work.

There appeared to be quite a contrast between the CBL program and the traditional program when it came to student-adult interaction. Researchers indicated that in traditional classes the teachers did

not have much interaction with students. Teachers remained separate from the students, often working at their desk, while students did seat work or listened quietly to lectures. However, in the CBL program, students were observed working much more in small groups led by teachers and tutors. Often the student-adult ratio was four or five to one. This never occurred in the traditional classroom. At the field sites the numbers were even more pronounced--students literally worked one on one with adults. In many cases, the number of adults exceeded that of students. Thus, the CBL program offered many more opportunities for students and adults to interact on a personal basis.

The emphasis on personal relations was reinforced through students perception of the importance of program size. While survey data indicated that program size had little influence on motivating students to stay in school, it was perceived as important in helping students to learn. Students ranked "program size" fifth out of the fourteen items, indicating that such size was important in allowing for personal contact between students and teachers. Comments about the size of the CBL program ranged from being "noticed" (in regular programs you are not noticed) to being "small and the tutors have more time for you." Size was equated with learning...the more opportunity for adult-student interaction, the greater the chance for learning to occur.

Conclusion

What mattered to students, according to this study, were personal relationships between students and adults--both in the CBL program and in the comparison group. CBL students were able to establish relationships with teachers, college tutors, and field sponsors because of the smaller classroom ratios and the individual attention provided by the tutors and the sponsors. Perhaps the greatest contribution of the CBL program was the infusion of additional adult role models into the educational process, something not available in the more traditional system.

Yet even the comparison students praised the social environment and their relationships with teachers as being the most meaningful elements of their educational program. This suggests that it is perhaps the human factor that plays heavily on student engagement, retention, and success in educational programs. It certainly seems plausible that students need to enjoy their school work and feel challenged by what they do, but it also is important (at this school) that students feel connected with other human beings in the educational system.

The trends in the data, both from quantitative and qualitative sources, indicate that there are important elements of dropout prevention programs which bear further study. The role of the field experience and the tutor need to be examined more closely to determine just how they assist in keeping students in school and

how they function to improve student learning. This initial evaluation/study suggests that where students identify field experiences and tutors as important elements in the educational system, there is improved attendance and improved grades. Further study is needed to determine what causes this improvement; indeed, whether community-based learning programs can consistently achieve student outcomes similar to those identified in this study.
In addition, further investigation needs to be conducted in various settings. Because only one school supplied most of the data for this investigation, there needs to be an examination of CBL type programs in several schools--continuation schools, comprehensive high schools, magnet high schools-- to focus in on what elements of CBL are effective in these settings.

The results of this brief study are not startling. That students want community experiences and value assistance by tutors has certainly been written about before (Goodlad, A Place Called School, 1984; The Forgotten Half: Pathways to Success for America's Youth and Young Families, 1988). However, that programs can combine the resources of JTPA funds, universities, and communities to improve the educational offerings of secondary schools is somewhat unique and needs to be explored as one more way of reforming schools so that dropouts do not need to leave. Rather, we need to develop educational environments which simply promote learning and individual opportunity. Students in the program studied were not dropouts from life nor from learning; they only desired personal attention, individual opportunity to explore careers and options, and situations where they could feel and act like adults. The CBL program seems to have met many of these needs and concerns.

TABLES -- QUANTITATIVE DATA

MAGNET SCHOOL PROGRAM

Group	Cases	Mean	Stand. Dev.	T-Val. 2-Tail	D.F.	2-Tail Prob.
Total GPA 1989						
CBL	49	1.79	.921	-4.11	85	0.000
Comp.	38	2.53	.677	-4.11	85	0.000
Total GPA 1990						
CBL	54	2.50	.796	0.74	94	0.463
Comp.	42	2.37	.816	0.74	94	0.463
Change GPA						
CBL	49	.64	.835	5.02	85	0.000
Comp.	38	-.18	.637	5.02	85	0.000
Absence 1989						
CBL	38	36.97	20.49	4.13	74	0.000
Comp.	38	21.34	11.11	4.13	74	0.000
Absence 1990						
CBL	54	30.43	25.09	1.87	94	0.065
Comp.	42	22.14	15.91	1.87	94	0.065
Change ABS						
CBL	38	6.54	27.14	-2.435	74	0.048
Comp.	38	-.800	12.89	-2.435	74	0.048

STUDENT SURVEY RESULTS

Surveys (Exhibit A and B) were given to CBL students and comparison group students respectively to get feedback on perceptions of various program components and their influence on school retention and on learning. The following information reported represents the variables which were of major concern in the study. A full analysis is found at the end of this report.

CBL Survey Results

An eleven item survey was given to CBL students. The results reported here only refer to the first two questions on the survey which asked students to rank order program components.

Question 1a: 17 Respondents(8 were discarded, 4 NR)
Respondents were asked to rank order 14 components of the CBL program that help them to remain in school. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class Assignments tied to field experiences:	80	6
College Tutors--assistance on school work:	92	2
Field Experiences in community:	134	1
Small Program size:	60	10
Counseling Services:	58	
Relationships with People at field sites:	83	4
Relationship with Classroom Teachers:	84	3
Relationship with college tutors/mentors:	69	8
Individualized Instruction tied to sites:	62	9
Teacher's Lectures:	36	
Athletic Programs:	19	
Social Environment:	81	5
Getting Good Grades:	76	7
Laws Requiring School Attendance:	34	

According to these results, field experiences are by far the biggest motivator for students in the CBL program to come to school.(Survey number is included in parenthesis following each response)

b) Below are listed the parts students selected as the most important to motivate them to remain in school, with accompanying explanations.

4 chose college tutors assistance on work:
1. Because the tutors are really there when you need them.(4)
2. Cuze they understand your problems and they have been through

what we're going through.(21)
3. Because that's what I think.(26)
4. Because the tutors are closer to our age and they have new ideas for things.(27)

3 chose field experiences in community:
1. You get experience on different jobs.(1)
2. For me the field sites show you the connection between school and work. You need to develop the sense of responsibility that the job sites provide.(5)
3. I enjoy my job. To do what it is I do, which is what I want to go into, I need a college degree.(28)

2 chose relationship with people at field site:
1. Because I know new people and get experience to communicate with many other persons. It is easier for me to learn.(22)

2a. Respondents= 15
Respondents were asked to rank order 14 components of the CBL program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class Assignments tied to field experiences:	56	7
College Tutors--assistance on school work:	91	1
Field Experiences in community:	71	2
Small Program size:	59	5
Counseling Services:	49	9
Relationships with People at field sites:	42	10
Relationship with Classroom Teachers:	57	6
Relationship with college tutors/mentors:	51	8
Individualized Instruction tied to sites:	70	3
Teacher's Lectures:	70	3
Athletic Programs:	34	
Social Environment:	60	4
Getting Good Grades:	29	
Laws Requiring School Attendance:	10	

Although these findings are not as dramatic as the previous findings(possibly due to respondent drop out), the assistance of college tutors is markedly the most significant component in helping students in CBL to learn, according to students.
This is especially evident in question 2b.

Comparison Group Survey

A twelve item survey was administered to students in the comparison group (enrolled in the more traditional program of the magnet school).

Question 1a: 15 Respondents(2 were discarded)
Respondents were asked to rank order 10 components of their high school program that help them to remain in school. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class assignments:	81	4
Homework:	59	7
Teacher's lectures:	59	7
Social environment (meeting with friends, etc.):	109	1
Athletic programs:	65	5
Relationships with teachers:	91	2
Relationships with counselors:	42	10
Individualized instruction:	56	8
Getting good grades:	88	3
Laws requiring school attendance:	58	6
Other (please state):	50	9

--Mother's encouragement
--Family's encouragement
--Would be bored at home

b) For the part you selected as being the most important, describe why you believe it provides so much motivation.(Survey number in parenthesis before each response)

*4 chose social environment:
(3) Because I love being with my friends. Everyday I look forward to see my friends. I feel safe and not alone knowing I have real great, close friends that I know will care about me. They help me through good and bad times and also help me with school.
(4) I think it's important to have a nice social environment because you can help each other out with classwork and you can feel more motivated about yourself knowing you have someone around to help.
(8) Because I could get help understanding things that teachers can't explain clear enough. Besides it's fun.
(11) Without friends in school I would probably not attend school. They motivate you to stay in school. And a social environment relieves stress.

*5 chose getting good grades:
(1) I feel that getting good grades motivates me to come to school

because I like to get good grades. I want to do the best I possibly can. Coming to school each day and participating will get me the grades I want.
(5) Because when I get up in age and apply for a job I don't(do?) want them to hire me. And so they won't say I'm not educated enough.
(6) Because it makes you know you're doing good.
(16) It gives me a good feeling of accomplishment.
(17) To look back at my accomplishments and see how I have improved.

Question 2a: 15 Respondents(2 were discarded)
Respondents were asked to rank order 10 components of their high school program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey

		RANK
Class assignments:	128	1
Homework:	105	3
Teacher's lectures:	119	2
Social environment (meeting with friends, etc.):	74	5
Athletic programs:	50	8
Relationships with teachers:	85	4
Relationships with counselors:	48	9
Individualized instruction:	68	6
Getting good grades:	55	7
Laws requiring school attendance:	33	10
Other (please state):		

b) For the part you selected as the most important, please explain why you think it provides so much help.

*3 chose class assignments
(3) I think it provides a lot of help because doing class assignments are fun.
(5) Class assignments, because that's what helps me learn.
(6) Because they drill you on the subject.

*9 chose teacher's lectures
(1) Teacher's lectures help me learn because I'm a very good listener, when I hear lectures I learn(and) I remember what I am told.
(2) Because my teachers' lectures help me learn and they help me to look at things from a different point of view
(4) It provides help for me because when the teacher explains an assignment I'm able to understand things better.
(10) I learn easiest from teachers' lectures.

(12) I feel the teachers' lectures are important because if you miss a day you won't know what the teacher said word for word and if you are there you will understand more.
(13) Teachers' lectures help me understand more of what I am learning about.
(14) A teacher's lecture helps me to learn more because he explains easier the middle of his lectures.
(16) It is better than just reading the books without the teacher's input.

(17) Because when teachers lecture, I can learn from them, and they can answer questions.

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